

Critical Thinking Rubric

<p>Identifies and summarizes the problem/question at issue (and/or the source's position).</p>	<p><u>Emerging</u></p> <p>Does not identify and summarize the problem, is confused or identifies a different and inappropriate problem.</p> <p>Does not identify or is confused by the issue, or represents the issue inaccurately.</p>	<p><u>Mastering</u></p> <p>Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem, and identifies them clearly, addressing their relationships to each other.</p> <p>Identifies not only the basics of the issue, but recognizes nuances of the issue.</p>
<p>Level/Comments:</p>		
<p>Identifies and presents the STUDENT'S OWN hypothesis, perspective and position as it is important to the analysis of the issue.</p>	<p><u>Emerging</u></p> <p>Addresses a single source or view of the argument and fails to clarify the established or presented position relative to one's own. Fails to establish other critical distinctions.</p>	<p><u>Mastering</u></p> <p>Identifies, appropriately, one's own position on the issue, drawing support from experience, and information not available from assigned sources.</p>
<p>Level/Comments:</p>		
<p>Identifies and considers OTHER salient perspectives and positions that are important to the analysis.</p>	<p><u>Emerging</u></p> <p>Deals only with a single perspective and fails to discuss other possible perspectives, especially those salient to the issue.</p>	<p><u>Mastering</u></p> <p>Addresses perspectives noted previously, and additional diverse perspectives drawn from outside information.</p>
<p>Level/Comments:</p>		

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Identifies and summarizes the problem/question at issue (and/or the source's position).	<u>Emerging</u> Does not identify and summarize the problem, is confused or identifies a different and inappropriate problem. Does not identify or is confused by the issue, or represents the issue inaccurately.	<u>Mastering</u> Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem, and identifies them clearly, addressing their relationships to each other. Identifies not only the basics of the issue, but recognizes nuances of the issue.
Level/Comments:		
Identifies and presents the STUDENT'S OWN hypothesis, perspective and position as it is important to the analysis of the issue.	<u>Emerging</u> Addresses a single source or view of the argument and fails to clarify the established or presented position relative to one's own. Fails to establish other critical distinctions.	<u>Mastering</u> Identifies, appropriately, one's own position on the issue, drawing support from experience, and information not available from assigned sources.
Level/Comments:		
Identifies and considers OTHER salient perspectives and positions that are important to the analysis.	<u>Emerging</u> Deals only with a single perspective and fails to discuss other possible perspectives, especially those salient to the issue.	<u>Mastering</u> Addresses perspectives noted previously, and additional diverse perspectives drawn from outside information.
Level/Comments:		

Identifies and assesses the key assumptions .	<u>Emerging</u> Does not surface the assumptions and ethical issues that underlie the issue, or does so superficially	<u>Mastering</u> Identifies and questions the validity of the assumptions and addresses the ethical dimensions that underlie the issue.
Level/Comments:		
Identifies and assesses the quality of supporting data/evidence and provides additional data/evidence related to the issue.	<u>Emerging</u> Merely repeats information provided, taking it as truth, or denies evidence without adequate justification. Confuses associations and correlations with cause and effect. Does not distinguish between fact, opinion, and value judgments.	<u>Mastering</u> Examines the evidence and source of evidence; questions its accuracy, precision, relevance, completeness. Observes cause and effect and addresses existing or potential consequences. Clearly distinguishes between fact, opinion, & acknowledges value judgments.
Level/Comments:		
Identifies and considers the influence of the context* on the issue.	<u>Emerging</u> Discusses the problem only in egocentric or sociocentric terms. Does not present the problem as having connections to other contexts-- cultural, political, etc.	<u>Mastering</u> Analyzes the issue with a clear sense of scope and context, including an assessment of the audience of the analysis. Considers other pertinent contexts.
Level/Comments:		

<p>Identifies and assesses conclusions, implications and consequences.</p>	<p><u>Emerging</u></p> <p>Fails to identify conclusions, implications, and consequences of the issue or the key relationships between the other elements of the problem, such as context, implications, assumptions, or data and evidence.</p>	<p><u>Mastering</u></p> <p>Identifies and discusses conclusions, implications, and consequences considering context, assumptions, data, and evidence.</p> <p>Objectively reflects upon their own assertions.</p>
<p>Level/Comments:</p>		

Critical Thinking Rubric

4 = High level excellence in evidence of critical thinking ability and performance

3 = Demonstrable, competent, expected evidence of critical thinking ability and performance

2 = Minimally acceptable, inconsistent evidence of critical thinking ability and performance

1 = Poor, unacceptable evidence of critical thinking ability and performance

- 4
 - A. Analyzes key information, questions, and problems clearly and precisely
 - B. Evaluates material with insight
 - C. Uses inference to reason carefully from clearly stated premises to important implications and consequences
 - D. Uses deductive and inductive reasoning and problem-solving skills consistently and with ease
- 3
 - A. Analyzes key information, questions, and problems competently
 - B. Evaluates material competently
 - C. Uses inference to reason competently from clearly stated premises to important implications and consequences
 - D. Uses deductive and inductive reasoning and problem-solving skills competently
- 2
 - A. Analyzes some key information, questions, and problems competently
 - B. Evaluates material inconsistently
 - C. Uses inference to reason inconsistently from clearly stated premises to implications and consequences
 - D. Uses deductive and inductive reasoning and problem-solving skills inconsistently and weakly
- 1
 - A. Is unable to analyze information, questions, and problems or does so superficially
 - B. Is unable to evaluate material or does so superficially
 - C. Is unable to or infrequently uses inference to reason from clearly stated premises or recognize implications and consequences
 - D. Is unable to or infrequently uses deductive and inductive reasoning and problem-solving skills

<p>Identifies and assesses conclusions, implications and consequences.</p>	<p><u>Emerging</u></p> <p>Fails to identify conclusions, implications, and consequences of the issue or the key relationships between the other elements of the problem, such as context, implications, assumptions, or data and evidence.</p>	<p><u>Mastering</u></p> <p>Identifies and discusses conclusions, implications, and consequences considering context, assumptions, data, and evidence.</p> <p>Objectively reflects upon their own assertions.</p>
<p>Level/Comments:</p>		

Critical Thinking Rubric

Quality	No/Limited Proficiency	Some Proficiency	Proficiency	High Proficiency
Identifies & Explains Issues	Fails to identify, summarize, or explain the main problem or question. Represents the issues inaccurately or inappropriately.	Identifies main issues but does not summarize or explain them clearly or sufficiently	Successfully identifies and summarizes the main issues, but does not explain why/how they are problems or create questions	Clearly identifies and summarizes main issues and successfully explains why/how they are problems or questions; and identifies embedded or implicit issues, addressing their relationships to each other.
Distinguishes Types of Claims	Fails to label correctly any of the factual, conceptual and value dimensions of the problems and proposed solutions.	Successfully identifies some, but not all of the factual, conceptual, and value aspects of the questions and answers.	Successfully separates and labels all the factual, conceptual, and value claims	Clearly and accurately labels not only all the factual, conceptual, and value, but also those implicit in the assumptions and the implications of positions and arguments.
Recognizes Stakeholders and Contexts	Fails accurately to identify and explain any empirical or theoretical contexts for the issues. Presents problems as having no connections to other conditions or contexts.	Shows some general understanding of the influences of empirical and theoretical contexts on stakeholders, but does not identify many specific ones relevant to situation at hand.	Correctly identifies all the empirical and most of theoretical contexts relevant to all the main stakeholders in the situation.	Not only correctly identifies all the empirical and theoretical contexts relevant to all the main stakeholders, but also finds minor stakeholders and contexts and shows the tension or conflicts of interests among them.
Considers Methodology	Fails to explain how/why/which specific methods of research are relevant to the kind of issue at hand.	Identifies some but not all methods required for dealing with the issue; does not explain why they are relevant or effective.	Successfully explains how/why/which methods are most relevant to the problem.	In addition to explaining how/why/which methods are typically used, also describes embedded methods and possible alternative methods of working on the problem.
Frames Personal Responses and Acknowledges Other Perspectives	Fails to formulate and clearly express own point of view, (or) fails to anticipate objections to his/her point of view, (or) fails to consider other perspectives and position.	Formulates a vague and indecisive point of view, or anticipates minor but not major objections to his/her point of view, or considers weak but not strong alternative positions.	Formulates a clear and precise personal point of view concerning the issue, and seriously discusses its weaknesses as well as its strengths.	Not only formulates a clear and precise personal point of view, but also acknowledges objections and rival positions and provides convincing replies to these.

<p>Perseveres</p>	<p>Exhibits strong determination to find an answer or solution.</p> <p>Monitors commitment to the goals and develops and applies a wide variety of techniques to stay on task.</p>	<p>Exhibits determination to find an answer or solution.</p> <p>Monitors commitment to the goals, and develops and applies some techniques to stay on task.</p>	<p>Makes an effort to find an answer or solution.</p> <p>Does not monitor commitment to goals and applies techniques to stay on task with help.</p>	<p>Makes little effort to find an answer or solution.</p> <p>Does not consider techniques to stay on task, and easily gives up on the task.</p>
<p>Assesses Work and Reflects on Learning</p>	<p>Consistently identifies and describes the criteria and performance standards for quality work.</p> <p>Identifies clearly what was learned using examples. Identifies strengths and weaknesses of the work in clear terms with examples and identifies areas for improvement.</p> <p>Reflects continuously to help in setting new goals. Effectively incorporates lessons learned from successes and failures.</p>	<p>Usually identifies and describes the criteria and performance standards for quality work.</p> <p>Identifies clearly what was learned. Identifies the strengths and weaknesses of the work in clear terms with examples and identifies areas for improvement.</p> <p>Reflects at the end of the work to help in setting new goals. Incorporates lessons learned from successes and failures.</p>	<p>Identifies and describes criteria and performance standards for quality work with some help.</p> <p>Identifies clearly what was learned but does not identify strengths, weaknesses, or areas for improvement.</p> <p>Does not use reflections to help in setting new goals. May consider but does not incorporate lessons learned from successes and failures.</p>	<p>Cannot identify or describe the criteria and performance standards for quality work.</p> <p>Reflections do not provide evidence of intended learning.</p> <p>Reflects on work and sets new goals with help. Does not consider lessons learned from success or failures.</p>







Thinking and Reasoning Skills Rubric

	4	3	2	1	0
Comparing & Contrasting	The student includes all important characteristics on which the items should be compared or contrasted.	The student includes the most important but not all characteristics on which the items should be compared or contrasted.	The student excludes some critical elements on which the items should be compared or contrasted.	The student uses trivial elements to compare or contrast the items.	No judgment can be made.
Analyzing Relationships	The student identifies the main (superordinate) pattern running through the information along with all minor (subordinate) patterns.	The student identifies the main (superordinate) pattern running through the information.	The student addresses some of the features of the main (superordinate) pattern running through the information but excludes some critical aspects.	The student does not address the main (superordinate) pattern running through the information.	No judgment can be made.
Classifying	The student organizes the items into meaningful categories and describes the defining characteristics of each category.	The student organizes the items into meaningful categories but does not thoroughly describe the defining characteristics of the categories.	The student organizes the items into categories that are not very meaningful but address some of the important characteristics of the items.	The student organizes the items into categories that are illogical or trivial.	No judgment can be made.
Argumentation	The student provides a well-articulated and detailed argument containing no errors in logic.	The student provides a well-articulated but not detailed argument containing no errors in logic.	The student presents an argument that makes a point but is not well articulated or contains some significant errors in logic.	The student's argument makes no clear point or has so many errors in logic that it is invalid.	No judgment can be made.
Induction	The student constructs a valid generalization and clearly articulates the logic of this generalization based on the specifics that have been identified.	The student constructs a valid generalization but does not clearly articulate the logic underlying that generalization.	The student constructs a generalization that has some relationship to the specifics that have been identified; however, the specifics do not totally support the generalization.	The student does not construct a generalization or constructs one that is not at all supported by the specifics.	No judgment can be made.
Deduction	The student generates a valid prediction or conclusion and accurately articulates the relationship between the prediction or conclusion and the principle or premise that was used.	The student generates a valid prediction or conclusion but does not completely articulate the relationship between the prediction or conclusion and the principle or premise that was used.	The student generates a prediction or conclusion that is only partially supported by the premise or rule that was used.	The student does not generate a prediction or conclusion or generates one that is not at all supported by the premise or rule that was used.	No judgment can be made.
Experimental Inquiry	Student designs and conducts an experiment that adequately tests a well-articulated hypothesis. When experiment is completed, student fully and accurately explains results in light of hypothesis.	The student designs and conducts an experiment that adequately tests a well-articulated hypothesis but does not completely explain the results in light of the hypothesis.	The student designs and conducts an experiment that is related to but does not adequately test the hypothesis.	The student does not design and conduct an experiment or designs one that has no relationship to the hypothesis.	No judgment can be made.

Investigation	The student thoroughly and accurately identifies what is known about the subject of the investigation and presents a well-articulated solution to the confusions or contradictions associated with the situation.	The student thoroughly and accurately identifies what is known about the subject of the investigation but does not fully address the confusions or contradictions associated with the situation.	The student presents a partial description of what is known about the subject of the investigation.	The student's description of what is known about the subject of the investigation is severely flawed.	No judgment can be made.
Problem Solving	The student selects the solution that is the most effective for overcoming the obstacle or constraint and accurately explains why it is the most effective of the possible solutions.	The student selects the solution that is the most effective for overcoming the obstacle or constraint but does not completely explain why it is the most effective of the possible solutions.	The student selects a solution that overcomes the obstacle or constraint but is not the most effective solution given the options.	The student selects a solution that does not overcome the obstacle or constraint.	No judgment can be made.
Decision Making	The student uses relevant criteria to select the most appropriate option. The student explains why the option selected is the most appropriate.	The student uses relevant criteria to select the most appropriate option but does not completely explain why the option selected is the most appropriate.	The student uses criteria that are related to the situation but not the most relevant, or the student selects an option that is not the most appropriate given the criteria.	The student uses criteria that are unrelated to the situation.	No judgment can be made.

<http://members.optusnet.com.au/~charles57/Creative/Brain/cps.htm>

The Osborne-Parnes Creative Problem Solving Process Notes from the CPSI 1998 brochure.

OF	FF	PF	IF	SF	AF
					
Objective Finding	Fact Finding	Problem Finding	Idea Finding	Solution Finding	Acceptance Finding
Identify Goal, Wish, Challenge	Gather Data	Clarify the Problem	Generate Ideas	Select & Strengthen Solutions	Plan for Action
What is the goal, wish, or challenge upon which you want to work?	What's the situation or background? What are all the facts, questions, data, feelings that are involved	What is the problem that really needs to be focuses on? What is the concern that really needs to be addressed?	What are all the possible solutions for how to solve the problem?	How can you strengthen the solution? WHow can you select the solutions to know which one will work best?	What are all the action steps that need to take place in order to implement your solution?

Goal 3: Critical Thinking

To develop critical thinking skills

Through evaluation procedures, and with 85 accuracy, the student will:

Objective 1: Apply deductive reasoning and analyzing thought process to solve a variety of logic problems.

Objective 2: Use systematic approaches to solve oral and written problems.

Objective 3: Break information into component parts to distinguish facts from hypotheses.

Objective 4: Distinguish between fact and opinion to support or validate conclusions.

Objective 5: Use an organizational approach to investigate a problem that includes asking questions, making observations, and recording and interpreting evidence.

Objective 6: Apply appropriate problem solving strategies to solve a variety of complex mathematical problems.

Objective 7: Use higher thought processes to solve multi-step problems.

Objective 8: Produce solutions to real-world problems.

Objective 9: Connect prior knowledge to newly learned concepts to illustrate the logical thinking process.

Objective 10: Recognize and explain patterns to show evidence of a systematic approach in solving problems.

Objective 11 _____

Evaluation Procedures	Evaluation Criteria	Evaluation Schedule	* Results _____ Date/Year
<input type="checkbox"/> Grades/Work Samples	<input type="checkbox"/> 90%-100%	<input type="checkbox"/> Monthly	<input type="checkbox"/> Mastered
<input type="checkbox"/> Informal Assessment	<input type="checkbox"/> 80%-89%	<input type="checkbox"/> Semester	<input type="checkbox"/> Progressing
<input type="checkbox"/> Teacher Observation	<input type="checkbox"/> Other	<input type="checkbox"/> End of Unit	<input type="checkbox"/> Other
<input type="checkbox"/> Standardized Tests		<input type="checkbox"/> Annually	
<input type="checkbox"/> Other			

Complex Thinker
(critical thinking and problem solving)

Indicators	1 <i>Rarely Demonstrates</i>	2 <i>Sometimes Demonstrates</i>	3 <i>Usually Demonstrates</i>	4 <i>Consistently Demonstrates</i>
Applies prior learning experiences to new situations	• Demonstrates use of prior knowledge to acquire new knowledge or develop new skills with ongoing assistance	• Demonstrates use of prior knowledge to acquire new knowledge or develop new skills with moderate assistance	• Usually demonstrates use of prior knowledge to acquire new knowledge or develop new skills	• Consistently demonstrates use of prior knowledge to acquire new knowledge or develop new skills
Considers multiple perspectives in analyzing and solving a variety of problems	• Ignores alternative points of view in analyzing/solving problems	• Offers superficial analysis of a few alternative points of view in analyzing/solving problems	• Usually offers adequate analysis and evaluation of major points of view in analyzing/solving problems	• Consistently demonstrates thorough analysis and evaluation of major points of view in analyzing/solving problems
Generates new and creative ideas and approaches to developing solutions	• Applies creative thinking to generate ideas and approaches to solving problems with ongoing assistance	• Applies creative thinking to generate ideas and approaches to solving problems with moderate assistance	• Usually applies creative thinking to generate ideas and approaches to solving problems	• Consistently applies creative thinking to generate ideas and approaches to solving problems
Evaluates the effectiveness and ethical considerations to a solution and make adjustments as needed	• Applies critical thinking to evaluate solutions based on solid information and change position when evidence and reasons are sufficient with ongoing assistance	• Applies critical thinking to evaluate solutions based on solid information and change position when evidence and reasons are sufficient with moderate assistance	• Usually applies critical thinking to evaluate solutions based on solid information and change position when evidence and reasons are sufficient	• Consistently applies critical thinking to evaluate solutions based on solid information and change position when evidence and reasons are sufficient

Rubric for the Holistic Assessment of Critical Thinking across the Curriculum

4 Accomplished (precise, insightful, balanced, perceptive, and unified)

Does all or almost all of the following:

- Interprets information (data, ideas, or concepts) accurately, appropriately, and in-depth in new contexts
- Employs formulas, procedures, principles, or themes accurately, appropriately, and/or creatively in new contexts
- Explain—accurately and thoroughly—multiple solutions, positions, or perspectives that balance opposing points of view
- Creates a detailed conclusion or complex solution that is complete, well-supported, logically consistent, and often unique
- Integrates ideas or develops solutions that are exceptionally clear, coherent, and cohesive

3 Competent (accurate, relevant, multiplistic, logical, coherent)

Does many or most of the following:

- Presents information (data, ideas, or concepts) accurately and appropriately in familiar contexts
- Applies formulas, procedures, principles, or themes accurately and appropriately in familiar contexts
- Describes two or more solutions, positions, or perspectives accurately
- Organizes a conclusion or solution that is complete, logical, and consistent with evidence presented
- Connects ideas or develops solutions in a clear and coherent order

2 Developing (correct, appropriate, dualistic, reasonable, consistent)

Does many or most of the following:

- Reports information (data, ideas, or concepts) in familiar contexts with minor inaccuracies, irrelevancies, or omissions
- Uses appropriate formulas, procedures, principles, or themes in familiar contexts with only minor inaccuracies
- Identifies simple solutions, over-simplified positions, or perspectives with only minor inaccuracies
- Offers an abbreviated conclusion or simple solution that is mostly consistent with the evidence presented, with minor inconsistencies or omissions
- Arranges ideas or solutions into a simple pattern

1 Beginning (inaccurate, inappropriate, singular, illogical, fragmented)

Does all or almost all of the following:

- Copies information (data, ideas, or concepts) often inaccurately, incompletely, or omits relevant information
- Labels formulas, procedures, principles, or themes inaccurately, inappropriately, or omits them
- Names a single solution, position, or perspective, often inaccurately, or fails to present a solution, position, or perspective
- Attempts a conclusion or solution that is inconsistent with evidence presented, that is illogical, or omits a conclusion or solution altogether
- Lists ideas or expresses solutions in a fragmentary manner, without a clear or coherent order

*This rubric is intended for use in the assessment of student learning and the improvement of instruction.

Holistic Critical Thinking Scoring Rubric

Facione and Facione

4

Consistently does all or almost all of the following:

- Accurately interprets evidence, statements, graphics, questions, etc.
- Identifies the salient arguments (reasons and claims) pro and con.
- Thoughtfully analyzes and evaluates major alternative points of view.
- Draws warranted, judicious, non-fallacious conclusions.
- Justifies key results and procedures, explains assumptions and reasons.
- Fair-mindedly follows where evidence and reasons lead.

3

Does most or many of the following:

- Accurately interprets evidence, statements, graphics, questions, etc.
- Identifies relevant arguments (reasons and claims) pro and con.
- Offers analyses and evaluations of obvious alternative points of view.
- Draws warranted, non-fallacious conclusions.
- Justifies some results or procedures, explains reasons.
- Fair-mindedly follows where evidence and reasons lead.

2

Does most or many of the following:

- Misinterprets evidence, statements, graphics, questions, etc.
- Fails to identify strong, relevant counter-arguments.
- Ignores or superficially evaluates obvious alternative points of view.
- Draws unwarranted or fallacious conclusions.
- Justifies few results or procedures, seldom explains reasons.
- Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

1

Consistently does all or almost all of the following:

- Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others.
- Fails to identify or hastily dismisses strong, relevant counter-arguments.
- Ignores or superficially evaluates obvious alternative points of view.
- Argues using fallacious or irrelevant reasons, and unwarranted claims.
- Does not justify results or procedures, nor explain reasons.
- Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.
- Exhibits close-mindedness or hostility to reason.

Critical and Creative Thinking Skills Rubric

Criteria	Level 1 Difficulty Meeting Expectations	Level 2 Progressing Toward Meeting Expectations	Level 3 Meeting Expectations	Level 4 Surpassing Expectations
Thinking/ Inquiry • detail • risk taking	Provides limited specific and accurate detail to support ideas and interpretations Takes limited risks to include unexpected or unconventional observations	Provides some specific and accurate detail to support ideas and interpretations Takes some risks to include unexpected or unconventional observations	Provides considerable specific and accurate detail to support ideas and interpretations Takes considerable risks to include unexpected or unconventional observations	Provides a high degree of specific and accurate detail to support ideas and interpretations Takes a high degree of risk to include unexpected or unconventional observations
Uses imagination and seeks creative solutions to problems	does not recognize problems, gives up/refuses to attempt to problem solve cannot see any path toward solution or sees single (perhaps inappropriate) path to solve problems seldom offers own ideas or pushes own ideas without listening to others	recognizes problems and attempts problem solving with some step by step assistance sees simple and known paths to solution with help hesitantly offers own ideas for solutions or may be over eager to have others listen to own ideas	identifies and understands problems, may need guidance in problem solving approach sees one or more productive paths to solutions readily contributes own ideas for ways to solve problems	independently identifies and understands problems and readily uses problem solving approach independently produces multiple paths for possible solutions adapts and connects own ideas to previous suggestions to improve solutions for problems

	<p>dependent on peers or teacher to suggest ways to solve problems</p> <p>unable or unwilling to cooperate in finding solutions</p> <p>has no idea how to begin helping to solve problems</p>	<p>with some help from peers or teacher comes to solutions to problems</p> <p>willing to try to find solutions for problems with assistance</p> <p>suggests an idea for solving problems</p>	<p>independently solves problems and simply explains reasons for choosing solutions</p> <p>offers to help resolve problems</p> <p>listens to others' suggestions and adds own ideas</p>	<p>discovers solutions beyond the obvious and explain the benefits of solutions</p> <p>volunteers several solutions to problems</p> <p>listens to others' ideas and combines with own ideas to create mutually acceptable solutions</p>
Evaluates own work	<p>disputes that s/he is having difficulty when it is pointed out to him/her</p> <p>unable/unwilling to admit a need for help</p> <p>disregards praise or reassurance that s/he is capable of the work required</p>	<p>cannot tell where s/he is having difficulty</p> <p>accepts help for difficulties when it is offered</p> <p>needs frequent reassurance that work is acceptable</p>	<p>able to identify areas for improvement in own work with teacher assistance</p> <p>asks for help when s/he encounters difficulties</p> <p>willing to do extra practice to improve</p>	<p>independently checks to see if s/he has followed directions and completed assignments satisfactorily</p> <p>sometimes uses simple rubric, guideline or checklist to check over or guide work</p> <p>asks for teacher help to make work exemplary</p>